

AN INDEPENDENT WORK OF STUDENTS IN THE PROCESS OF PROFESSIONAL TRAINING OF FUTURE TEACHERS OF FOREIGN LANGUAGE IN THE EDUCATIONAL SPACE OF THE HIGHER EDUCATIONAL INSTITUTION

Rifat R. Fahrutdinov

Kazan Federal University

Rezida A. Fahrutdinova

Kazan Federal University

Marfuga A. Absatova

Kazakh National Pedagogical University named after Abay

tafir8585@gmail.com

Abstract. Reformation of the domestic system of higher education, Russia's entry into the Bologna process necessarily forces to rethink the role of the teacher in the education system and methodical approaches to the implementation of the educational process in the system of higher education. Changes in the needs of the individual, society and the state form the social order for the training of a new generation of teachers capable of innovative professional activity, possessing the necessary level of methodological culture and ready for lifelong learning. This is what contributed to the development and implementation of federal state educational standards for higher education of a new generation, based on a competence approach. In the implementation of these ideas, the dominant position is occupied by the organization of independent work of students in the university, since in this case the student acts as the subject of the educational process and creates his own product of intellectual activity. In recent years, in the universities of the Russian Federation, according to the Western model, there is a tendency to increase the proportion of independent work in relation to classroom activities, which once again dictates the necessity to develop this research problem. In the experimental part of the study, the authors of the work presented developments on the organization of independent activity of the university students on the professional preparation of future teachers of a foreign language.

Keywords: higher education, students, new generation standards, independent work, a foreign language, competence.

1.Introduction. The fulfillment of the professional tasks of the university teacher is related to his willingness to independently, consciously and reasonably choose traditional and innovative approaches to teaching, which includes: pedagogical technology, curriculum, appropriate textbooks, teaching aids. [1,2] Thus, the teacher should be able to independently analyze the theoretical foundations of the proposed pedagogical technologies, the content of the academic discipline, its logic, methodological techniques for the formation of concepts, the means used to develop the student. However, observations of the work of beginning teachers, interviews with teachers, heads of educational organizations, surveys indicate that the graduates of universities are not ready for work in the new conditions. [3] At the same time, the teachers themselves associate the main shortcomings with the insufficient level of formation of their own independence as the quality of the professional, note the lack of readiness for the independent choice and application of modern pedagogical technologies, the inadequacy of independent methodical thinking[4], the ability to learn [5], the lack of basic knowledge both in the theoretical foundations of academic disciplines[6], and in the field of methods of teaching them[7]. Along with the implementation of complex pedagogical activities, a modern teacher should be included in the organization and conduction of pilot work on changing the learning process, to calculate possible risks, to build relationships on the basis of mutual understanding and partnership. [8]Today, the teacher should not only have a high level of education and culture, but also be prepared for the continuous independent replenishment and renewal of one's own knowledge, the implementation of independent creative, research and innovative activities. Thus, the teacher's independence becomes one of the main conditions for the formation of students' independent learning skills.

Standards of higher professional education of the new generation focuses on the formation of students' competencies as a dynamic complex of knowledge, skills, personal qualities that will enable future professionals to become competitive in the labor market and successful in professional self-actualization.[9]

This demonstrates the necessity to improve the process of forming common cultural, professional, general professional competencies of students in the learning process in the university. [10] Such opportunities are created by the independent work of students as an organic part of the university educational process. Moreover, in the current conditions of a rapidly growing flow of information, constantly changing social conditions, increasing demands for vocational training, independent work becomes a system of higher education. Thus, the improvement of the process of training future specialists is possible only on the condition that students work independently in the process of their education.

2. Research Methods. The issues of organization of independent work of students have always been given serious attention in theoretical and practical research in the field of pedagogy and psychology of higher education.

With the organization of independent work of students, the control and evaluation of the quality of education are correlated, the problem of which was investigated in the works of E.L. Belkina, V.P. Bepalko, I.Ya. Lerner, N.F. Talyzina and other scientists. They have uncovered the problems of control, its functions, methods, forms and requirements. Modern control system for independent work of students in the university is justified in the works of S.I. Arkhangelsky, A.B. Korzhueva, V.Ya. Liaudis, V.A. Popkova, S.D. Smirnova and other scientists.

The quality of learning independent work is determined by the following characteristics:

- to experience the desire to work for mastering the subject;
- be able to rationally distribute their forces in lectures, seminars and in extra-curricular time;
- to sense satisfaction from the received knowledge;
- to feel responsible for the results of the training work.

However, the majority of teachers, classifying independent work on different grounds, discussing the requirements for selecting their content, are limited most often to general recommendations on organizing independent work of students, as well as its verification. So, as studies show, it is not possible to discover the development of an integral system of independent work of students in the study of a specific academic discipline, the structure of its content is still uncertain. Therefore, its selection is carried out by most teachers intuitively, on the basis of existing practical experience, and sometimes randomly. In addition, it remains unclear what the sequence of tasks assigned to students for independent work is, analysis of practice shows that in the organization of independent work of students, reproductive tasks predominate, often the learning process does not take into account the change of the student and the dynamics of his development.

Thus, it is possible to single out the contradictions between:

- the place and role of independent work of students in the system of vocational training and outdated approaches to its organization;
- an objective need to improve the organization of independent work of students in accordance with the new requirements of the new generation of the Federal State Educational Institution of Higher Professional Education and its insufficient theoretical development and practical implementation in the educational process of the university;
- the necessity for professional development of students in the learning process and the prevalence of outdated approaches to the organization of their independent work in the form of reproductive activities that do not take into account the nature of cognitive activity in the university.

The above contradictions raise the research problem: what organizational, pedagogical and methodological conditions will ensure the effectiveness of independent work of students-future teachers of a foreign language?

The object of the research is the process of professional training of the future specialist in the university.

The subject of the study is the conditions for organizing independent work of students - future teachers of a foreign language in the educational space of the university.

The purpose of the research: is to reveal the pedagogical and methodological conditions for organizing independent work of students - future teachers of a foreign language and to prove experimentally their effectiveness.

Research hypothesis: is the process of professional training of students - future teachers of a foreign language will be effective if:

- the integrated content of language, methodological and general pedagogical training of students in the process of organizing their independent work will be structured;
- various types of independent work of students from reproductive to constructively-variable, and then to creative tasks will be provided;
- the means of organization, forms of control and management, taking into account the type of independent work of students and the nature of their cognitive activities will be chosen.

In accordance with the purpose and hypothesis of the study, the following tasks were put forward:

1. To reveal theoretical bases of independent activity of students - future teachers of a foreign language in educational space of high school.
2. To develop various types of tasks for independent work on the courses of language, methodological and pedagogical preparation of students in accordance with the new educational standards.
3. To identify the pedagogical and methodological conditions for organizing the independent work of students and experimentally prove their effectiveness.

Within the framework of the study, the following research methods were used:

Theoretical - the study and analysis of scientific and methodological literature on the problem of research, comparison, correlation, systematization, analysis of the curricula of a block of professional disciplines.

Empirical - questioning, method of peer review, methods of observation, testing; studying and analyzing the products of students' activities.

Experimental - diagnostic, forming and control stages of experimental work.

A number of diagnostic techniques were also used in the study:

1. Methods of diagnosing the orientation of educational motivation. T.D. Dubovitskaya;
2. Methods of the management of students' independent work V. Ya. Liaudis;
3. Methodology "Assessment of the ability to self-development, self-education" V.I. Andreeva.

The theoretical and methodological basis of the research are: philosophical and psychological-pedagogical concepts of the activity approach to the formation of the personality; philosophical doctrine of the activity and leading role of the individual in the process of its development and formation; provisions on creative self-development and self-education of the individual; as well as the following provisions:

- the quality of vocational education depends on the effectiveness of organizing the system of the independent work of students (V.A. Kalney, A.N. Maiorov, V.D. Shadrikov, S.E. Shishov and others);

- The organization of independent work of students is carried out on the basis of personality-centered (E.V. Bondarevskaya, V.V. Serikov, I.S. Yakimanskaya) and personality-pragmatic (I.A. Winter) approaches.

Experimental research base: Institute of Philology and Intercultural Communication of the Kazan (Privolzhsky) Federal University, Department of Russian and Foreign Philology of L.N. Tolstoy, students - bachelors of the second year, major: 050100.62 - Pedagogical education, qualification of the graduate: bachelor, full-time, as well as third-year students "Methods of teaching and education in the field of foreign languages" on the specialty 050303.65 - Foreign language with additional specialty.

3.Results And Discussions. According to the results of the study, there is a positive dynamics in all the indicators, which confirms the reliability of the hypothesis of the research.

In KFU, on the third and second years, a research has been carried out related to the study of the educational motivation of T.D. Dubovitskaya, the number of subjects was 86 and 118, at the age of 19 to 21 years.

A comparative analysis of the results of the study at the determining and forming stages showed a positive dynamics for all the selected indicators, which proves the reliability of the hypothesis of the research.

In the self-assessment section of independent cognitive activity, it is clear that the students of the third year have a higher level of self-esteem. In assessing the ability to self-development and self-education, higher results are shown in second-year students.

Table 1. A comparative analysis of results of the research

Criteria of ability to self-development and self-education	Year	
	II	III
Diagnostic test	62	60
Self-evaluation of independent cognitive activity	95	115
Assessment of self-education	34	28

Thus, the level of motivation and skills of independent cognitive activity of students of the second and third year differ from each other, which indicates the formation or immaturity of the indicators.

Thus, the results of experimental work confirm the reliability of the hypothesis of the research put forward.

4.Summary. The results of the study allow us to draw the following conclusions:

1. Development of cognitive independence is an important qualitative characteristic of the personality, which is of paramount importance for the student's successful academic activity, his self-development and self-improvement. Independent cognitive activity is regarded as a subject-subject interaction between a teacher and a student in the form of a process of acquiring knowledge, skills on the basis of an independent analytical and synthetic activity that stimulates students' learning activity, developing their intellectual abilities, proficiency, skills and necessities for self-education.

2. The effectiveness of the independent cognitive activity of students in the mastering of learning concepts increases with the implementation of the following pedagogical conditions: ensuring the internal motivation of the teaching through the acceptance of the personal meaning of the student; subject - subject interaction of the teacher and students in the process of independent learning activity; the application of methods for the assimilation of concepts, the sequence of stages alternating depending on the content of the educational concept, the level of general development of students, the proficiency level and educability.

5.Conclusions. The scientific novelty of the study is:

- ensuring the motivation of the teaching through the adoption of the personal meaning of the material being studied: the internal motive is a part of the structure of the activity coincides with its purpose, and the activity acquires an independent character;

- development of independent cognitive activity of students as subject - subject interaction of the teacher and student on the basis of step-by-step implementation of the following actions: students' understanding of the purpose of the activity, the adoption of the learning task and giving it a personal meaning, self-organization in the distribution of training activities, self-control in the performance of tasks;

- the application of ways of mastering concepts, the sequence of stages alternating depending on the content of the educational concept, the level of general development of students, the proficiency level and educability;

- structuring the integrated content of language, methodological and general pedagogical training of students in the process of organizing students' independent work;

The theoretical significance of the research is to expand scientific understanding of the system of professional training of future specialists, namely:

- Theoretical substantiation of the organization of vocational training of students - future teachers on the basis of the system of independent work, the system-forming feature of which is the nature of cognitive activity of students, changing from reproducing to transforming;

- Determination of the structure of the system of the independent work of students, the main components of which are the purpose, content, means of organization and management, control, as well as the identification and justification of their relationship;

- Identification of didactic and methodological opportunities for independent work of students in improving the quality of their professional training in the university.

Practical significance of the research: research materials can be used by teachers of higher and secondary professional institutions, specialists in the system of upgrade qualifications and retraining of pedagogical staff, methodologists in the process of developing educational and methodological tools for improving the learning process, in general, and organizing independent work of students, in particular ; for the enrichment of linguistic, methodological and pedagogical courses in the system of professional training of future specialists in the university.

6. Acknowledgements. The research is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References

1. Abdrafikova A.R, Akhmadullina R.M, Yarmakeev I.E., «Formation of the communicative competence in students future pedagogues for working with gifted pupils», *Social Sciences* (Pakistan). - 2015. - Vol.10, Is.7. - P.1817-1821
2. Anastasia S. Syunina, Iskander E. Yarmakeev, Deborah Shechter, Tatiana S. Pimenova, Albina R. Abdrafikova. «Authentic Video Materials As A Means Of Speech Fluency Development In EFL Class», *Modern Journal of Language Teaching Methods (MJLTM)*. Vol. 7(2), Issue 9 , September (2017). P.P. 034–040. ISSN: 2251-6204
3. Bologna process: learning Outcomes and competence approach (book-Annex) / under the scientific. ed. d-RA PED. Professor baidenko. - Moscow: Research center of problems of quality of training of specialists, 2009. - 536 p.
4. State educational standard of higher education [Electronic resource]. - Access mode: <http://www.edu.ru> Oh.
5. Borisova, O. V., Vasbieva, D. G., Malykh, N. I., Vasnev, S. A., & Vasneva, N. N. (2016). Trends and challenges in development of continuing vocational education and training in Russia. *International Electronic Journal of Mathematics Education*, 12(1), 69-78.
6. L. Aukhadееva, A. Valiaхmetova, R. Akhmadullina, T. Pimenova, I. Salpykova, N. Valiaхmetova, A. Aukhadееv, «Pre-service teachers' communicative competency formation in Russia», *11th International Technology, Education and Development Conference. 6-8 March, 2017*. Valencia, Spain. INTED2017 Proceedings, 2017. P.P. 774-781. ISBN: 978-84-617-8491-2 ISSN: 2340-1079 DOI: 10.21125/inted.2017.0330
7. L. Zymniya Methodical competence of a foreign language teacher. Traditions and innovations in teaching foreign languages. , Sat. scientific papers. Under the General editorship of M. K. Kolcevov. - S. P.: KARO, 2015. - 288 p.
8. Rimma M. Akhmadullina, Anastasiya S. Sjunina, Indira M. Salpykova, Iskander E. Yarmakeev «Training Of Students - Future Teachers For The Implementation Of Inclusive Education Among Children With Special Health Features», *International Journal of Humanities and Cultural Studies*, 2016, August 2016 Special Issue, pp.547-555.
- [9] Martínez, Armenio Pérez, Aimara Rodríguez Fernández, and Susana Hinojosa de Aguilar. "Gobernanza universitaria y valores: la función de control en la gestión universitaria." *Opción* 34.86 (2018): 176-200.
- [10] Shchukin, A. N. Teaching Oriental languages. Theory and practice : a textbook for teachers and students / A. N. Schukin. 2nd ed.. and extra – M.: 2009. - 475, p.203-207